Federation for Child Study

BULLETIN

Vol. 1 DECEMBER, 1923 No. 1

Thirty-five Years of Child Study*

The Federation for Child Study was organized thirty-five years ago because of the belief that parenthood is an Art, a Science, and a Vocation; that it presents problems capable of being solved only by patient study; that such study offers the greatest, and at times, the only hope of sympathetic relations between parent and child.

To those who are not familiar with our work in detail, a list of our committees, since such a list in itself indicates the ramifications of our activities, may be interesting.

We have committees on: Extension Work, Reference Bibliography, Membership, Sunday Schools, Motion Pictures, Play Schools, Children's Music, Children's Literature, Legislative, Schools, Educational Experiments, Mothers' Clubs, Children's Recreation, Publicity.

While all the committees can use more help, the Committee on Schools and Educational Experiments stands at the moment in special need of recruits. To offer a considered opinion in response to inquiries in regard to schools, we must have knowledge acquired from personal investigation and for such investigation and the evaluations to be based on it there is crying need of more workers.

And while I am on this subject I would like to say a word about the quality of our work and our standards. I am moved to say it because I find rather prevalent, especially

(*Continued on page* 2)

The Federation *for* Child Study

makes the following December announcement

Annual Christmas Exhibit

of

Children's Books

Wednesday, the 12th, to Friday, the 14th, Inclusive

Open to the public from 11 A.M. to 5 P.M.
at the Meeting House of the Society for Ethical Culture
2 West 64th Street

The exhibit is to assist the discriminating Christmas buyer.
Satisfactory arrangements for filling orders promptly.

On Wednesday, December 12, at 3:30 P.M.

the exhibit will be opened by

MR. PADRAIC COLUM

who will speak on

"The Literature of Childhood"

with story-telling for children and others.

Mr. Colum is the well-known author of "The Children's Homer," "The Children Who Followed the Piper," etc.

Free to members Non-members, 25 cents

Summer Play Schools, 1923*

The seventh season of the Summer Play Schools of the Federation for Child Study opened July ninth, with eleven schools. Of these ten were in New York City and one in Cleveland.

Our aim in these schools has been two-fold: first, to provide a well-rounded all-day play and health program for the children who are left in the city during the summer vacation; and, second, to make a lasting contact with the home and the Mother. The schools have had the cooperation of a large body of friends, and of many public and civic agencies. They are also used by colleges and training-schools as centers of observation and for field work, and we hope in the future to give their students an increasingly interesting and profitable opportunity for such assistance.

The health teaching not only is carried out through attractive group lessons and dramatic work, but is given the advantage of practical application in the service of the hot noon luncheon. The luncheons, supplemented by a large quantity of milk, offer a variety of fresh fruit and vegetables, sent in from the country gardens of generous Play School friends. A period of quiet relaxation follows, in which some of the youngsters often go to sleep for one or two hours. In the words of a little boy in one of last year's Play Schools—"We eat 'em, and sleep 'em!"

The recreation program includes out-door and in-door play activ-

(*Continued on page* 4)

*Excerpts from the annual report of the President of the Federation for Child Study.

among younger women, the impulse to decline volunteer work and to seek paid positions, because of a feeling that pay is the criterion of professional standing. Of course when the remuneration is needed no other attitude is possible. But the feeling extends to many who have no need of the money and who would readily volunteer their services, but for the fact that volunteer work bears in their minds the stamp of dilettantism. To those I wish to say that we conceive of our work in the professional spirit, that educators with whom we come in contact all testify that we work in that spirit, and that no volunteer worker for the Federation need fear that the voluntary character of the work will stamp him as a dilettante, or that it will inculcate in him the dilettante attitude toward his task. We are necessarily limited in our funds and therefore we stand in need of more volunteers, and especially of those who hold the ambition to work as though their livelihood and their careers were dependent on the character of the work.

Our lectures and conferences (we distinguish conferences from lectures in that they are less formal and offer greater opportunity for discussion) are designed to expand and supplement the work of the chapters, by rendering available to our members the best thought of the best experts on topics related to the studies of the chapters. Evening lectures are being featured more extensively because of the increasing demand of the husbands to share the opportunities offered to their wives.*

During December of last year our Children's Literature Committee, with the cooperation of the book publishers, organized a very successful and attractive book exhibit, to which the children were invited and at which Mr. Hugh Lofting gave a talk. Many of our members did their Christmas book buying at the time of this exhibit. We shall have another one this year, on December 12th, at which Mr. Padraic Colum will speak.

This was the seventh year of the Play Schools. Under the leadership of Mrs. Stein and her able committee, they have developed from the experimental, single unit with which we started at the Hudson Guild in 1917, to a highly developed organization. The committee supervises eleven centers and introduces into the programs the most approved educational, dietetic and hygienic methods. To appreciate the scope and efficacy of the work it is necessary to read the full report. A birdseye view of the work last summer will be found on the first page of this issue.

*A calendar of lectures and conferences typical of our work will be found on p. 8.

The chapters, in a sense the primary activity of the Federation, are groups that meet for the intensive and systematic study of child nature. The work is carried on under the guidance of more experienced members, with a definite program of reading and study in accordance with the needs of the members. Ordinarily specific subjects are selected as the work of the season. The writings of recognized authorities upon those subjects are studied and their views are discussed at the meetings. In addition, members are encouraged to discuss their personal problems in the light of the principles developed through this reading and study.

From the chapters have sprung all the other activities, the lecture courses, the visiting mothers, the talks to parents and teachers, the book lists, the school educational experiment committee and even the Play Schools. Without the intellectual stimulation and the progressive educational contribution which the chapters provide, the rest of the work would remain static. We seek to emphasize this because, since their appeal is less dramatic than that of other phases of our work, their fundamental importance is less readily recognized. There are now 63 active chapters of which 16 were organized during the past year. They are spreading throughout the country. The 16 organized this year are distributed as follows:

Des Moines (2, one a colored mothers' group), Chicago (young mothers' group), Milwaukee (young mothers' group), Webster Groves, Missouri; Springfield, Ohio; Washington, D. C.; Boston, Mass.; Bridgeport, Conn. (2); Albany; Buffalo; Bronx, New York City, (2); Flushing, New York City (young mothers).

In addition to the typical chapter there is an important group which is virtually a training school for leaders.

Another group called "The Visiting Mothers" carry their work into the homes to which they are called by the "visiting teachers," when problems of maladjustment arise which require prolonged and continuous study and advice to bring about a better understanding of the child.

As a development of chapter work, an interesting experiment has been conducted for the past two years in an attempt to carry the child study point of view to the groups attending a large continuation school in this city. The Principal and the teachers of the school have testified to the results attained, by urging the continuation and extension of this work.

One of the telling outgrowths of our chapter work is the message that our members have brought through talks to the mothers of Play School children. During the past year about 165 talks were given by our trained members to parents, reaching more than 6000 persons. The greatest demand is for talks on such topics as Discipline, Truth and Falsehood, Habit Formation, Fear, the Use of Money, Sex Education, and Adolescence. It is significant that the evening meetings, which included men as well as women, were most successful.

This past year we have finally succeeded in publishing our "Outline of Child Study," culled from the minutes of many years of chapter work. It has been received with uniformly favorable comment. Though there has been no advertising, a thousand copies have already been sold.

In response to an insistent demand from pater familias, we are organizing in addition to our daytime and evening chapters conducted for mothers alone, a series of 8 study conferences for fathers and mothers together on "Behavior Problems in the Home," under the leadership of Dr. Bernard Glueck, director of the Bureau of Children's Guidance.

We are planning a further expansion, and for this purpose we have been so fortunate as to enlist Miss Alma Binzel as our field-worker, to stimulate and extend the chapter work and to cooperate with Mrs. Gruenberg, our Director, in training leaders to take charge of the new groups.

Miss Binzel has enjoyed an exceptionally varied range of contacts, as a student, lecturer, and writer. She has taught children as young as three years and as old as thirty plus in normal schools and universities. As principal, supervisor and assistant superintendent, connected with the Universities of Minnesota and Cornell, she has had the broadest field for studying the problems of the parent and child.

Those who know of our financial needs and the difficulties which we have had in carrying on upon our present scale, will ask how we ever expect to do it. This brings me to the interesting announcement which, as the children save the icing on the cake, I have saved for the last. The Laura Spelman Rockefeller Memorial has shown its customary vision. After thorough investigation, it has appropriated $7500 to be used in developing and extending our chapter work. I believe I may safely say there is good reason to expect that the appropriation will be continued from year to year, and perhaps increased, if we can satisfy the generous donors that we deserve the support.

While this affords the greatest cause for rejoicing, it must serve as an incentive to increased effort and increased sacrifice of time and energy. For we can expect to retain this support only on two conditions — first, that through the added facilities which the fund provides we shall increase the scope and effectiveness of the chapter work, and, second, that we shall demonstrate our vitality and capacity for self help through the growth of our membership and other sources of financial support.

It is the wise policy of the Foundation to help those only who demonstrate capacity to help themselves. Therefore the gift creates a responsibility as it brings a boon. That responsibility rests on every member who has at heart the interests of the Federation and the cause that it serves. It imposes a burden that the officers and the active workers cannot bear alone, or even with the aid of those generous friends who in the past have so often come to our assistance with funds and selfless labor. To carry on, we must greatly increase our membership—and equally we must secure increased assistance from our members on all occasions, when, through entertainments or bazaars or sales, we seek the larger amounts which must be raised if the work is to continue. And equally we must have increased service—primarily from those who will work as our veterans have worked, with the remuneration of volunteers and with the spirit of professionals.

This endorsement by the Foundation and the ever-increasing recognition that we are receiving from other valued sources, marks a new stage of progress and new opportunity for growth in service. Of this opportunity we must avail ourselves to the full.

I can not and would not close this report without a word of grateful appreciation to all those who have made it possible for us to carry on, whether through work on our boards or committees or in the field, or through contributions of money, or through service in conducting the functions through which the necessary funds have been secured.

Those who have helped have been many, and while there are some who stand out by the magnitude of their service, the spirit of selflessness in which they have made their contribution and devoted their energies makes me sure that I shall please them best by including them unnamed in the heartfelt thanks that I offer to all.

Summer Play School

(*Continued from page* 1)

ities, dramatics, and every phase of craft and other manual work. Wherever possible these were combined into some project as a group objective. Houses, a department store, model playground, puppet shows and other dramatic offerings, were only a few of these. All possible latitude in routine responsibility was accorded the children, but that interest in their own creations was sufficient stimulus to carry on the work is evidenced by the following incident. A member of a group of four-year-olds, who had undertaken to design and build a truly wonderful ferry boat, was found one morning sitting on the steps of a Play School when the attendant opened the door at the early hour of seven o'clock. "Say," he demanded, as he hurried past her and began toiling up the stairs,—"Say, why don't you open this house earlier'n the morning! I gotta work on our boat!"

Domestic science classes were increased for both boys and girls, and every day found them learning habits of good taste and cleanliness in the home under the guidance of a real "home-making" teacher.

Nature Study was particularly emphasized, and good use was made of the specimens that were sent in from camps or country homes. Nature Study teachers accompanied the children on their weekly outings, and stimulated their interest in plant and animal life.

A kindergarten band was formed at the Ethical Culture School, and was a source of delight to all who heard it. This splendid idea for teaching music and rhythm appreciation was enthusiastically taken up by other schools, and three more bands, one of them in Cleveland, were organized successfully.

The Children's Councils met as usual, and decided to take as a group problem the question of cleanliness in parks and other public places. They organized a "Campaign for Cleanliness," which took different forms in the different schools. There were Keep Klean Klubs, Civic Commissions, Sanitary Bureaus, and, most enterprising of all, a well-organized "Block Week," with home-made posters in the windows of every shop and house. There was a marvellous parade as a climax, a speaker from the American Child Health Association, and a local street cleaner and janitor as judges, to share with the Play School Supervisor the honor of awarding the gold star to the cleanest building on the block. Can you imagine that the inhabitants of that block ever will throw papers or other litter about quite so carelessly again? I feel hopeful that they will be haunted by a vision of a reproachful Play School Sanitary Officer if they do!

Children of pre-kindergarten age were cared for in the Summer Play Schools for the first time this season. While it was something of a venture for the committee to provide the proper program for children as young as two years of age, the experiment went through with delightful success. We had the approval of leaders in the Montessori and the Nursery School movements, among them Miss Grace Owen, who found time during her short visit here from England to spend a morning at the school.

What is perhaps the most worth-while work is that done with the Mothers of the children. Beside our contact with the home through the home visitor who follows up the absentees, and gets permission for remedial work,—and through articles made in the Play School shop, sewing or printing class,—we organized at least two Mothers' Meetings in each school. Talks on nutrition and general health problems were given, and the children furnished refreshments and entertainment. In addition to giving this information to the Mothers, and the advantage of getting them into the schools to see what their children are doing there,—we are making this a beginning of a plan to form simple Study Groups throughout the winter, at which they can discuss with a trained leader, often in their own language, the various phases of the child's behavior. We inaugurated this plan with one or two groups last winter, and our plans are made and speakers engaged to carry it on more extensively during the coming winter.

We like all the subjects at the Play School
But the subject we like best is LUNCH

BULLETIN

Published by

The Federation for Child Study

242 West 76th Street

New York City

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2nd class mailing rights applied for

Subscription 50c a year

Our Bulletin

Our Bulletin herewith makes its first appearance. The need for some such medium to link up all the interests and activities in the Child Study field has long been felt. This first number contains the annual report of the President, which will give our new friends a fair idea of what we are trying to do, and also of how we are doing it. Our plans for the future include a child study article in each number, a report of an interesting or representative Chapter meeting, a digest of significant articles in current periodicals. The department "Observations in the Field" will present concrete situations of a kind that all parents and teachers will find it helpful to consider; and readers are particularly requested to send contributions from their own experience and observation.

Education for Parenthood

Records show that a large proportion of college women enter occupations in which they come in direct contact with children of various ages. Yet with rare exceptions the education which these women receive is quite devoid of any information as to the nature of the child.

Many of us can still remember the time when a fairly adequate education for all the practical purposes of life could be obtained by children through the simple process of observing what was going on around them and of taking part in the every-day activities. In this way people learned what they needed to know about running a farm or a shop or a home; in this way they learned how to raise children as well as to feed them and clothe them. With the very rapid changes in our ways of living and working, education by this empirical method is no longer satisfactory. It is certainly not adequate. Special training is now planned and provided for many occupations and activities that were but a short time ago transmitted by tradition and rule of thumb—for occupations and activities that require even little skill and technical knowledge. But for that most important work of the home, the care of children, no provision is made in our general education. Even those who spend several years above the average in getting their education seem to have nothing of this kind in their curriculum.

It will undoubtedly seem ridiculous to our grandchildren that we developed the arts and sciences concerned with caring for calves and poultry far in advance of the corresponding education for the rearing of children in the home. Parenthood, as a serious business, has been left to its own resources. That is, we have depended upon "instinct" and good will for what should properly be determined by science and expertness. But there is a growing realization of the need for special educational work on behalf of parenthood. There is a groping for material and methods suitable for the school curriculum. There is increasing attention to planning school work in anticipation of parenthood. Yet too often the realization of this special need grows out of painful experience, out of failure, or even out of catastrophe. As a result we find all sorts of proposals for punishing the victims of neglect or misdirection, for undoing the effects of defective education, for concentrating the essence of all wisdom into convenient formulas to be drilled into parents or prospective parents.

The Federation for Child Study is an outgrowth of the idea that modern methods of science and education need to be applied to the problems of parenthood quite as consistently as to the problems of industry or government. While its studies and experience have pointed to the possibilities in the way of education for parenthood during the school or college years, the Federation has confined itself almost entirely to the kind of education which is sometimes called "training in service." Our "students," chiefly mothers, have developed their theoretical or technical knowledge in direct relation to the practical problems that arise out of living with children day by day. This is quite in harmony with the principle that sound thinking emerges from the effort to solve problems. It is also in accord with the principle that education is never completed.

The Federation for Child Study maintains that continuous thought and study are just as necessary in dealing with children as they are in medicine or engineering or any other specialized field of service. Our work is accordingly directed toward organizing and guiding such thought and study in this very broad field.

Observations in the Field

Two Bobbies and Two Mothers

The two Bobbies were having a wonderful time in the auto which had been left on the lawn by Uncle Tom. Everything was shut off, so their elders felt that they could play on without any care on their part. In the evening Uncle Tom wanted to house the car but there was no key to start the engine.

He asked his nephew, one of the Bobbies, whether he knew what had become of it, and little Bobby, pretty sleepy by this time, was quite ready to fall in with any suggestions that were made concerning the whereabouts of that key. His mother, realizing his four years of age, decided to let him sleep over it. One of his remarks, however, that Bobby Green had taken the key home and said that he would never, never bring it back as long as he lived, suggested to Uncle Tom that he inquire next door. Mother did not attach much importance to that clue, for "never, never, as long as he lived" had been one of her Bobby's pet phrases for over a week, and he never overlooked a situation or conversation where that beautiful sentence could by any stretch of the imagination fit in.

Uncle Tom went next door, where the other Bobby lived, hoping against hope that Bobby Green, also of the ripe age of four, might by some chance know something about that precious key. Bobby Green's mother was much disturbed. "What—the children lost the key! How terrible. Bobby, what did you do with that key? Tell me right now, why did you play with that key! You know that it wasn't yours; how often have I told you not to touch things. See what you did now. The gentleman cannot put his car into the garage." And so on and on and on. Poor Bobby Green said he never saw the key. Then, that the other Bobby had it, until the gentleman, Uncle Tom, was sorry for having inquired and said not to bother, he would hunt and find another key.

In about half an hour's time, Mrs. Green, dragging a tear-stained Bobby by the hand, came across the lawn to the other Bobby's house, who by this time was soundly sleeping. "Well, at last I got the truth out of him," she said, crossing the doorstep. "I just told him I would not have a little liar in the house and he would just have to tell me what he did with that key. I finally had to put red pepper on his tongue and then he told. He said he threw it far out of the car. Of course, it is too dark to look for it now but he will have to find it in the morning."

Early in the morning Uncle Tom went to the garage to get a key. He started his car when, lo, there was a jingling sound and the lost key fell out from somewhere inside the car. Those who know four-year-old Bobbies will readily see what happened in both cases. "Fortunate" Bobby's mother knew that she was not dealing with a question of veracity but with a typical reaction of a young child to a dramatic situation, and that so much time having elapsed since the children had played with the key, it was very easy to fall in with any suggestions given and add a few of their own. "Poor" Bobby's mother belonged to that large group of mothers who know nothing about child nature and who, therefore, went on further in her job of making poor little Bobby a little more nervous, much more puzzled, and a liar to boot.

Cecile Pilpel.

Lecture Bureau

The demands that are made upon the lecture bureau of the Federation are many and varied, and the field from which they come is a wide one. We may turn away from a telephone request from a group of foreign mothers in a public school or Settlement House,—only to be called back by one from a teacher's organization in an up-to-date private school,—while on the desk may be a letter from Minneapolis asking for a speaker to address a Women's College Club. Last spring a series of seven talks was given over the radio at the WEAF Broadcasting Station.

The Drake University of Des Moines, Iowa; The Froebel League, State Fair, and Women's College Club of Minneapolis, Minn.; The Women's Temple Society of Buffalo, N. Y.; The Council of Jewish Women in Albany, N. Y.; The Home and School League of Philadelphia, Pa.; The Women's College Club of Bridgeport, Conn.; The Fairhope School of Montclair, N. J.;—are but a few of the calls that have come in from outside New York City and its suburbs during the past year.

Inside New York City the majority of requests come from Parent-Teachers Associations, Child-Study Chapters, Mothers Clubs in Public Schools or Settlements; Teachers Organizations in public or private schools. A series of talks is given each season to classes of girls in one of the large Continuation Schools of the city.

The talks cover a wide range of topics, of which the various phases of discipline and habit formation are perhaps the most popular. Others upon which the speakers are prepared are Truth and Falsehood, Use of Money, Play, Movies, Imagination, Emotional Aspects of Discipline, Standards of Conduct for Different Ages, Environment and Heredity, Adolescence, and Sex Education. Health topics are given in public schools, hospital clinics, and settlement houses in cooperation with the Nutrition Committee of the Summer Play Schools.

Our Ravenous Rummage Sale

Quite distinctly, I remember, that first meeting in September,
When the president kept piling orders on her willing corps.
"Wholsale, retail, shop and dwelling, ransack for this CAUSE COMPELLING
For our stock MUST keep on swelling! Give and gather for our store.
Gather goods, all kinds, in numbers, my applause is just "encore,"
Gather more and MORE and MORE!

Clocks, crocks, stocks, socks, frocks, and fringes, maps, straps, wraps, caps, taps and hinges,
Feathers, furs, umbrellas, curtains, paper, cord, excelsior,
Ham, jam, chicken, tons of cocoa, china whole and china broke-o-
—ld art, new art, and art rococo, toys, books, knick-knacks by the score.
Golf clubs, golf coats, shoes, shirts, neckties,
Everything we ever wore,
Was displayed upon the floor.

Silk, wool, cotton, ribbons, laces, auto gauges, leather cases,
Trunks and tables, corsets, braces, jewels, silver, filled the store.
Teeth and tresses, both synthetic, gorgeous gowns, and gowns pathetic,
Our stock was most "plethoretic," buyers grabbed and called for more.
"When you going to have another?" came from all around the hall.
Tired, foot-sore, still we answered,
"Just about this time next fall."

The Federation conducted this most successful Thrift and Rummage Sale at 226 West 125th Street, opening on October 23rd, and continuing for four days. Mrs. Bernard S. Harris, who has had a great deal of experience along this line, came on from Minneapolis to take charge. Due to her efficient organization, and to the spaciousness of the well-lighted loft that was placed at the disposal of the committee, the sale took on the aspect of a well conducted department store, rather than that of the usual crowded rummage. Mrs. Harris was ably assisted by a loyal and efficient corps of volunteer saleswomen, who presided over the many departments. The above poem, written in scattered moments of leisure by one of the "Floorwalkers," gives a picture of the sale and its preceding organization.

Book Reviews

The Family and Its Members, by Anna Garlin Spencer, has been enthusiastically received by her peers in the field of sociology. We, who are particularly interested in parental education, greet the book because of its contribution to our cause.

Some of the chapter headings, "The Family," "The Mother," "The Father," "The Grandparents," "Brothers," "Sisters," "Husbands and Wives," "The Broken Family," etc., with their most interesting subdivisions, give an idea of the willingness of the author to probe deeply.

Although starting out with the firm belief of the permanency of the family group as a great social ideal, she carefully inquires into every radical departure from our inherited standards, elucidates, accepts, and understandingly criticises. It is for this reason that the book ought to prove of great value to the modern parents, who so often find great difficulty in calmly considering the so-called radical notions of offspring. It will make it possible for them to listen to a discussion of youthful theories and aspirations with careful consideration, rather than with irritation.

The child will thus gain help in his groping toward a clearer understanding of the many problems which he in his turn will have to face and help to solve.

C. P.

Lippincott, 1923. $2.00.

Outlines of Child Study, edited by Benjamin C. Gruenberg, for the Federation for Child Study.

This youngest and favorite child of the Federation for Child Study is a living proof that the psychologists are not always right in saying that a child so handicapped is unfitted for his place in the world. The accumulated material of the Federation for Child Study, edited by Benjamin C. Gruenberg, with an introduction by D. E. L. Thorndike, and published by the Macmillan Co.,—this book has been welcomed and acclaimed by educators and psychologists. It is a manual for parents and teachers that gives a detailed and comprehensive survey of the problems related to childhood. It tells us what to look for both in the normal and routine developments and in those occasional situations that make us realize that the child needs special study.

The arrangement is topical and each topic is presented by:

1. A resume of the general state of knowledge of the subject;

2. An outline which lists the detailed facts and problems concerning which there is information available;

3. A list of helpful graded references, ranging from attractive popular articles to technical monographs.

At the end of the book there is a complete alphabetically arranged bibliography.

Among the 50 topics considered are: A Survey of the Child's Development, Health Factors, Infancy and Its Discipline, Obedience, Punishment, Freedom and Discipline. The Use of Money, Play, Children's Books and Reading, Arts in the life of the Child, Sex Education and Adolescence.

With the aid of this guide for the parents, children should certainly be happier, healthier and grow up better adjusted to life.

A. M. E.

The Macmillan Co., Price $1.80.

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Federation *for* Child Study
242 WEST 76th STREET, NEW YORK
Telephone Endicott 8298

December Calendar

Monday, the 10th, 8:30 P. M.

Study Group for Men and Women
Conducted by Dr. Bernard Glueck
Course Fee—Eight Dollars
Open to members only

Wednesday, the 12th, 3 P. M.

Opening of Book Exhibit
Lecture by Padraic Colum
Free to members Non-members, twenty-five cents

Friday, the 14th, 3 P. M.—Conference

in honor of
The Honorable Mrs. E. F. Franklin
Open to members only

Monday, the 17th, 8:30 P. M.—Lecture

Dr. Paul Kammerer
Free to members Non-members, one dollar

Tuesday, the 18th, 3 P. M.—Conference

"Our Schools"
For members of the Federation for Child Study and the Public Education Association.

January Calendar

Monday, the 7th, 8:30 P. M.

Study Group for Men and Women
Conducted by Dr. Bernard Glueck
Course Fee—Eight Dollars
Open to members only

Wednesday, the 9th, 3:45 P. M.—Lecture

Beatrice M. Hinkle, M. D.
Psychological Types and Their Value for an Understanding of Human Relations
Free to members Non-members, one dollar

Wednesday, the 16th, 3 P. M.—Conference

Tendencies in American Educational Experimentation
Speaker to be announced later
Report of work of the Committee on Educational Experiments
By Miss Mabel T. Burnham
Open to members only

Monday, the 21st, 8:30 P. M.

Study Group for Men and Women
Conducted by Dr. Bernard Glueck
Course Fee—Eight Dollars
Open to members only

Wednesday, the 23rd, 3 P. M.—Conference

Mrs. Anna Garlin Spencer
The Family and Its Members
Open to members only

Supplement to
The Federation for Child Study Bulletin
December, 1923

A Selection of the Season's Best Books for Children

For the Nursery and Younger Readers

A Apple Pie $1.25
By Kate Greenaway. *Frederick Warne & Co.*

A B C Book $2.00
By C. B. Falls. *Doubleday, Page & Co.*

The Black Cats and The Tinker's Wife $2.00
By Mary and Margaret Baker. *Duffield & Co.*

Charlie and His Puppy Bingo $1.25
By Helen Hill and Violet Maxwell. *The Macmillan Co.*

A Child's Day. A Book of Rhymes $1.75
By Walter de la Mare. *Henry Holt & Co.*

Doctor Dolittle's Post Office $2.50
By Hugh Lofting. *Frederick A. Stokes & Co.*

Fun in the Radio World $2.50
Colored Pictures by E. B. Smith. *Frederick A. Stokes & Co.*

Honey Bear ..... $ .65
By Dixie Willson. *P. F. Volland Co.*

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